CHALLENGES THAT STUDENT TEACHERS FACE DURING OUT-SEGMENT IN 3-SELECTED COLLEGES OF EDUCATION IN THE VOLTA REGION OF GHANA

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ABSTRACT
This article examined the challenges faced by student teachers during out-segment in 3-selected colleges of Education in the Volta Region of Ghana. This research work answered the question "what are the challenges faced by student teachers during out-segment? The systematic sampling and the simple random sampling techniques were used to select 164 respondents for the study. The sample distribution comprised of 120 student teachers and 44 tutors. The research instrument used in this study was a structured questionnaire adapted by the researchers. The quantitative data were collected, analysed using inferential statistics. With a Cronbach alpha of 0.76 indicating a high degree of reliability, the study revealed that the challenges that the student teachers faced can be traced to supervisors, community school of practice and curriculum materials. The study recommended that grievances and conflicts between mentees and mentors should be addressed properly by stakeholders to enhance good relationship between them and in-service training programmes should be organized to train supervisors on best practices in carrying out their supervisory duties. The Ghana Education Service, Colleges of Education authorities and philanthropists should regularly supply the practicing schools with relevant teaching and learning resources to avoid situation where student teachers will begin out-segment without them. Mentorship allowances should be introduced to motivate mentors to also give off their best. In conclusion, there is the need for stakeholders in education to step up their supervisory and monitoring roles to help mentors, student teachers, parents, and community leaders to ameliorate these challenges.

Key Words: Out-Segment, The Ghana Education Service , Teacher training programme

1. INTRODUCTION
Teaching practice is a very essential component of the teacher training programme and it is a basic professional requirement that every pre-service teacher has to meet before being certificated (Farrell, 2008). According to Kiggundu (2007), without teaching practice, the student-teachers may not acquire the skills that will help them to facilitate teaching and learning. Davidson (2005), defined teaching practice as an arrangement by which student teachers are exposed to real school and classroom situations to help them develop their skills in the act of teaching. It, therefore, means that during a teaching practice exercise, student teachers have the opportunity to put in to use theories and principles they have learnt in the classroom. In the view

of Oyekan (2000), it is not anybody at all who can take up the teaching profession. It requires a high level of dedication and commitment to duty and ability to learn new skills and practices while on the job. Many studies have pointed to the fact that teaching practice is of immense benefit to the student teacher whiles in training:

1. It provides the prospective teachers with an opportunity of establishing an appropriate teacher-pupil relationship.
2. It provides an opportunity for evaluating the student's potential as a teacher and suitability for the teaching profession.
3. It develops personal relationship with others: administrators, teachers, parents, and students.
4. It builds their confidence levels during teaching and
5. It provides an opportunity for the trainees or student teachers to put theories into practice (Akbar, 2002;Ogonor&badmus, 2006; Bilen, 2015).

In Ghana currently, we have 46 public Colleges of Education. All these Colleges are running the Diploma in Education programme. In the 2018/2019 academic year, a new Bachelor of Education programme was introduced in all the Colleges in Ghana. These two – programmes are running concurrently. However, this study is based on the Diploma Programme also known as the In-In-Out. The In-In-Out programme is a three-year programme organized in such a way that student teachers spend the first two years in the college and the final year in school-based activities where the student teachers will be attached to a school to teach, learn new techniques and form study-circle units to discuss their final examination models (Musah& Donkor, 2014). In-In caters for student teachers for the first two years of campus preparation where they are trained using traditional face-to-face approaches. In the first year, student teachers are exposed to content knowledge as in the curriculum whereas in the second year they pursue methodology where they acquire techniques, skills, and strategies of teaching. Also, student teachers are taken through a series of demonstration lessons and prescribe periods of campus based practical teaching mainly, Micro and Peer teaching. The Out-Segment of the In-In-Out programme covers the whole of the third year when student teachers are posted to basic schools where they undergo school-oriented training to improve practical teaching skills. It is a yearlong attachment of student teachers to schools. The attachment offers student teachers the opportunity to experience real classroom situations. Although this practice helped to streamline activities of student teachers, critics observed that it was done haphazardly without an established memorandum of understanding between the colleges, district directorates and the schools of attachment.

As a result, a new partnership policy known as the Draft National School Policy (2018) has been established between teacher education institutions and basic schools to provide opportunities for supported teaching and mentorship as part of teacher preparation to equip student teachers with the requisite competencies that will enable them to become qualified, effective and competent professional teachers. For the effective implementation of the policy the stakeholders are:Teacher Education Institutions, Supported Teaching in School Committees, Supported Teaching Coordinators, Directors of Education, Circuit Supervisors, Girl Child Education Officers, Link Tutors, Lead Mentors, Mentors and School Management Committees. The

responsibilities of the stakeholders listed above include collaboration in planning out-segment activities, monitoring and evaluating all activities pertaining to the out-segment.

2. STATEMENT OF THE PROBLEM

The school attachment programme of colleges of education offers student teachers the opportunity to experience real classroom situations. This helps student teachers develop good communication skills in a more professional context and the ability to face a class of pupils during teaching. This puts them in a better position to acquaint themselves with teaching methodology and increase mastery of content and the appropriate use of teaching and learning resources in the teaching and learning process (Briggs, 2016). The practice helps student teachers to build team spirit and more supportive relationships with teachers, parents, and learners. When these teaching competencies are acquired it improves their self-esteem to teach and also increase their productivity (Briggs, 2016). However, in recent times, there has been a public outcry about the caliber of teachers that are churned out by Colleges of Education in Ghana. The opinion of some parents and teachers seems to suggest that student teachers who pass out from Colleges of Education are not properly equipped with the rudiments of teaching. They believe the situation can be partly blamed on the challenges they face during out segment. It, therefore, appears that student teachers encounter a lot of challenges. A study by Assafuah-Drokow, Mensah, Annafo and Baah (2018) on the assessment of student-teachers in Ghanaian Colleges of Education during teaching practice lamented that the performance of student teachers suggests there are challenges. As to what the challenges were the study was quiet on it. Koross (2016), posited that if these challenges are not properly assessed and addressed, they may impact negatively on student-teachers' professional development which in the long run could negatively affect their perception of the teaching profession. Therefore, it is necessary to adopt a strategy to assess these challenges faced by would-be teachers. It is based on this that the study intends to delve into challenges that student teachers face during out-segment in three selected Colleges of Education in the Volta Region of Ghana.

Purpose of the Study

The purpose of this study was to find out the challenges that student teachers face during their one-year out-segment supervision to contribute to existing knowledge.

Research Question

The study was guided by one research question; what are the challenges that student teachers face during out-segment?

Significance of the Study

Teaching practice aims at equipping the pre-service teacher with the understanding of the instructional content, approaches to lesson delivery and practical skills. Findings from the study would offer student teachers the opportunity to learn basic skills of teaching and how to apply them in the classroom. It would enable supervisors to adopt best practices in their supervisory work. Since teaching practice is a shared responsibility, the study would remind the various stakeholders of their roles and responsibilities and help them to carry out their duties effectively.

3. REVIEW OF RELATED LITERATURE
The Concept of Supervision
Abraham (2012), defined school supervision as all efforts of designated school officials directed towards providing leadership to the teachers and other educational workers for the improvement of instructional activities, method of teaching and evaluation of instructions. The primary concern of instructional supervision is to strengthen schools by helping teachers reinforce their activities, learn more about what they do and why and grow professionally (Sergiovanni&Starratt, 2007). According to Kelly (2012), when it comes to teaching practice supervision, the supervising teacher must be involved and provide feedback each day to help student teachers learn.

OUT – SEGMENT MODEL FOR STUDENT TEACHERS

Figure 1.
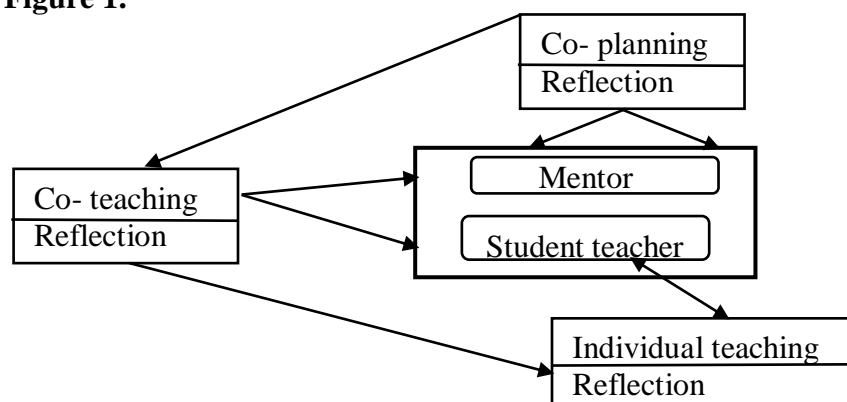
Source :(Aboagye etal (2016) Modification Mine)
Figure 1 shows amodel derived fromAboagye et al (2016) to guidestudent teachers to develop competencies while on out-segment. The model is designed to equip the student teachers to demonstrate specific skills in lesson planning, questioning, classroom management, knowledge of subject matter and assessment. The model prescribes what the student teachers and mentors should do within the year on weekly basis. Hence, the explanation of the model has been categorized into stages of weekly activities for easy understanding.
The model states that fromthe 1st week to the 6th week of out-segment, student teachers plan and teachtheir lessons with the support of their mentors. They co-plan how to write lesson notes, scheme of work and preparationof teaching and learning materials. At this stage details of lesson planning and preparation activitiesare discussed. Lesson planning is important because ithelps student teachers to ensure that the day-to-day activities in theclassrooms are providing learners with adequate levels of long term progresstowards the goals outlined in the curriculum (Serdyukov, & Ryan, 2008). Engaging student teachers in these activities give them a high degree of self-confidence and in-depth curriculum content knowledge and understanding to demonstrate their professional competencies when teaching.

In the second stage of the model, mentors and student teachers co-teach lessons each day. In this case, either of them teaches an aspect of thelesson while the other observes and notes the strengths, weaknesses, and areas for improvement. The standard practice is that co-teaching takes place for six weeks. This is to ensure a good build-up of experiences through regular feedbacks, corrections, and teamwork.

The last stage of the model begins from the 7th week of practice where the student-teacher teaches a whole lesson alone (IndividualTeaching). This is because it is believed that at this stage the student teacher has gained enough skills, competencies, and the ability to instruct the class using varied methods and techniques of teaching. Also, student teacher's confidence, self-esteem and communication skills would improve as a result of individual teaching. Itis important to note that when this is not done well student teachers will have difficulty acquiring sufficient teaching skills. This also suggests that without the involvement and active participation of mentors, the goal of preparing the student teacher adequately would not be achieved.

Looking at the model there is a reflection in all the stages indicating feedback. Reflective practice is a 21st century skill that teachers in this millennium should possess. It involves regular assessment of the teachers work to find out what went on well and what did not in the lesson in order to provide remedial actions(Shoffner, 2008). As observed in the model, reflection between the student teacher and the mentor at one stage is used to strengthen the other.

Responsibilities of Supervisors in Supervision

The role of the supervisor cannot be underestimated in the teaching practice exercise. According to Ogunsaju (2014), a supervisor is described as College or University Lecturer (trained teacher) who is responsible for coordinating the student teachers while teaching and monitoring of the students during teaching practice. In so doing the supervisor provides student teachers and school authorities with valuable data and appropriate feedbacks for quality improvement in teacher education. According to Adeel (2010), supervisors' responsibilities include:

1. Mentoring or providing for mentoring of student teachers to facilitate their induction into the teaching profession
2. Bringing student teachers up to minimum standards of effective teaching
3. Improving student teachers' competencies
4. Teaching the student teachers how to prepare lesson plan to guide their lesson presentations during the teaching practice period
5. Helping student teachers learn to prepare teaching learning materials and to use them effectively to support their teaching

Challenges Associated with Teaching Practice Supervision

Marais and Meier (2004) are of the view that teaching practice is an important part of teacher education programme. However, it is faced with a lot of challenges such as geographical distance, low and uneven levels of teacher expertise, a wide-ranging lack of resources as well as a lack of discipline on the part of learners and mentors among others will render this exercise ineffective. In a related study, delays in the payment of feeding grants, water supply, accommodation, poor community relations, absence of textbooks and late supply of Distance

Learning Materials, too much workload for trainees in teaching, preparing of own food, study circle meeting and writing of project work were identified by Aboagye and Kutor (2006). According to Ngada (2014), financial constraints, inability to pay supervisors allowances, lack of allowances given to student teachers to help them in acquiring materials and for transporting them to their various teaching practice schools are some of the difficulties that student teachers and supervisors go through in terms of teaching practice programmes. Adeyanju (2012), asserted that some practicing schools that student teachers are posted to do their practicum lack facilities required for a successful teaching practice experience. According to Davidson (2015), in many teaching practice situations, the practicing teachers are perceived as persons who are only in the school to pass a test. This, however, means that some student teachers enter teacher training institutions without passion for the work but to use it as a springboard to other professions. A study by Muwonge and Ssenyonga (2015) to examine factors and challenges affecting the performance of student teachers during their practicum have identified poor social support from school administrators and supervisors from the university and school community, too many students in some schools, poor allocation of teaching load and being unjustly shifted from their original schools of posting. Boadu (2014), focused on identifying anxieties faced by student teachers affirmed that engaging and multi-tasking nature of the teaching profession exposed them to several inducing factors such as heavy workload, classroom management and lesson delivery. Okorie (1979) noted that some student teachers can respond negatively to their supervisors' presence and make mistakes. This may be as a result of fear and panic. This was corroborated by Perry (2016) who also argued that teaching practice generates in the student teachers a mixture of anticipation, anxiety, excitement, and apprehension as they begin their teaching practice. In a study by Chen (2020) on the challenges that pregnant girls face in high schools in North Carolina, he argues that teen pregnancy is not a new issue, but schools and parents still struggle with the challenges surrounding this situation. While statistics show that teen mothers who graduate from high schools now have a better shot at supporting themselves and their children, keeping them in school until graduation is often easier said than done. With some school districts across the country facing alarming statistics on the teen pregnancy front, the problem does seem to becoming more prevalent in some areas of the nation. Relating this study to what pertains in Colleges of Education in Ghana, female student teachers getting pregnant is not a problem per say but their ability to focus on learning is where the problem lies. Most of the problems they encounter include morning sickness that makes it difficult for some of them to get to school in the morning. Couple with regular doctor visits result in frequent absenteeism and fear of social stigma. This will limit the extent to which they are expected to acquire teaching competencies during their teaching practice programme. It can also lead to school dropout in most cases. According to Arshi (2019), more than 50% of teenage mothers in school never graduate from colleges, and less than 2% of teenage mothers earn a college degree by the time they reach 30 years of age. Teenage pregnancies remain a serious health and social problem in Ghana. Not only does it pose a health risk to both mother and the unborn child, it also has social consequences such as poverty and depression.

4. METHODOLOGY

The study employed a descriptive survey design. The target population consisted of 1080 student teachers and 113 tutors from the three selected colleges of education in the Volta Region. These colleges of education are St. Francis, St. Teresa's and Akatsi. A sample size of 120 student teachers was systematically sampled. The procedure followed in the systematic sampling was adapted from Kumar (1996). In this procedure, the Kth was selected for inclusion in the sample where the Kth referred to the sample interval which was 4th (K=4), 5th (K=5) or 7th (K=7) student teachers. A list of student teachers was obtained from the Teaching Practice Coordinators of the colleges involved. The sample interval was obtained by dividing 1080 by 108 to obtain 10, the Kth students. To obtain the starting point, a random number between 1 and 10 was selected where the 2nd name of thestudent number was marked as the beginning point. Hence, beginning from the 2nd name, every 10th name was selected throughout the target population where the second person was 12th. The simple random sampling was used to select the 44 tutors from the three Colleges of Education giving a total of 164 respondents.

Instrument and Data Collection Procedure

The research instrument used in this study was a questionnaire with a four-point-Likert-scale. The questionnaire was designed based on the research objectives and subjected to further screening by senior researchers for modification and suggestions. This instrument was used based on the assertion by Creswell (2003) that post-positivist researchcontains universal beliefs, concepts and ideas that can be applied to many different situations through questionnaire item administration. The initial data collection was preceded by a request for permission from the principals of the three colleges: following receipt of an initial letter of introduction from the Departments of Education and Social Sciences. The mission was to explore the challenges that student teachers face while on their out-segment.

 A pilot testing of the questionnaires was conducted on student teachers and tutors of other colleges who were not in the sample group with similar characteristics to those who were sampled for the actual study to establish solid grounds for the research (Onwuegbuzie & Dickinson, 2008). In the process, questions were corrected after feedbacks were received. Respondents in the pilot study were not allowed to take part in the actual data collection process (Tashakkori& Teddlie, 2010). Questionnaires were distributed to tutors and student teachers in the sampled group. The questionnaires were administered and collected by the researchers. Even though the respondents were educated and could read, the researchers read the items one after the other to ensure that participants got what the questions were about. A total of 164 questionnaires were administered and collected by the researchers on the same day.

Instruments for Data Analysis

The data were analysed based on the objectives of the study. The quantitative data were collected, analysed using inferential statistics. This mode of data analysis was done on the worldview of the post-positivist philosophical paradigm (Onwuegbuzie & Colins 2007). Data collected through quantitative means were analysed using the Statistical Package for Social Sciences (SPSS) and presented in tabular form.

Validity and Reliability

To ensure the validity of the study, the questionnaire was submitted to two senior researchers in the colleges for corrections and suggestions. Initial suggestions were used to effect the changes.

These enabled the questionnaires to be corrected to aid easy reading and understanding. A pre-test conducted and the instrument was refined. After it was retested and subjected to alpha reliability of the items which gave 0.76 signifying a high level of consistency.

Table 1: Sample Size and Distribution of Respondents

College	Student teachers	Percentages	Tutors	Percentages
St. Francis	45	37.5	16	36.3
St. Teresa's	30	25.0	12	27.4
Akatsi	45	37.5	16	36.3
Total	120	100	44	100

Table 1 shows that 120student teachers comprising 45 (37.5%) from St. Francis College, 30 (25.0%) from St. Teresa's College and 45 (37.5%) from Akatsi College were sampled for the study. A total number of 44 tutors were involved in the study. The breakdown includes 16(36.3%) from St. Francis College, 12(26.4%) from St. Teresa's College and 16 (36.3%) from Akatsi. The data, therefore, suggest that the student teachers were involved in teaching whiles the tutors were supervising in the practice schools.

5. RESULTS AND DISCUSSION

Table 2: Challenges faced by student teachers during Out-Segment– Student Teachers Perspective

Challenges	Responses in Percentages				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
1. Inadequate Teaching Learning Resources	8.3	14.1	67.5	10	100
2. Improper vetting of lesson notes	34.2	51.7	9.2	5	100
3. Neglect of classroom activities by mentors	00	23.3	65.0	11.66	100
4. Unhealthy relationship between student teachers and mentors	20.8	25.8	39.2	14.2	100
5. BurdeningStudent teachers with too much work	13.3	15.8	51.7	19.2	100
6. Student teachers assigned to classes without mentors or trained mentors	29.2	60.0	7.5	3.3	100

7. Uncooperative attitudes of supervisors					
8. Supervisors demanding money from student teachers	5	25.8	35.8	33.4	100
9. Negative /Derogatory comments from supervisors	26.7	60.8	7.5	5	100
10. Supervisors failing to observe lessons to the end	25.8	50.8	15.8	7.5	100
11. Lack of feedback after supervision	13.3	26.7	37.5	22.5	100
12. Communities do not relatewell with student teachers	35	50.8	8.3	5.8	100
13. Frequent report of theft cases	10.8	30.8	43.3	15	100
.14. Inadequate number of supervisions	34.1	52.5	7.5	5.8	100
	13.3	14.8	51.7	20.2	100

The first statement from table 2 indicated the views of respondents on the adequacy of teaching and learning resources in their schools. Ten percent (10%) of respondents strongly agreed and 67.5% agreed with the statement. However, the aggregated percentage of respondents who either disagreed or strongly disagreed was 22.4%. From the findings, a majority (77.5%) of the respondents hold the view that the provision of teaching and learning resources is a serious problem in the practicing schools. This same view is held by Marais and Meier (2004) who identified a wide-ranging lack of resources as some of the difficulties that student teachers go through in terms of their teaching practice programmes.

The second item sought to find out the views of respondents on whether improper vetting of lesson notes is an issue affecting them in their schools. Only 5.0% of the respondents strongly agreed and 9.2% agreed with the statement. Fifty–one–point–seven percent (51.7%) and 34.1% disagreed and strongly disagreed respectively to the statements. This implies that a large number of the respondents do not see this as a challenge.

The third item was "neglect of classroom activities by mentors". Sixty five percent (65%) of the respondents strongly agreed and (11.7%) agreed with the statement, however, (23.3%) disagreed with it. It could be deduced from the analysis that an overwhelming majority of respondents (76.7%) agreed that mentors virtually leave the classroom work for student teachers to do.

The fourth item sought to find out whether there is unhealthy relationship between student teachers and mentors. Fourteen–point–two percent (14.2%) of respondents strongly agreed with the statement; 39.2% of them agreed while 25.8% disagreed to the statement. It is evident from the finding that only a simple majority (53.4%) of respondents agreed with the statement.

The fifth item was "burdening student teachers with too much work". Nineteen–point–two (19.2%) of respondents strongly agreed and as many as 51.7% indicated they agreed with the statement. However, the aggregated percentage of respondents who indicated disagreed and strongly disagreed was (29.1%). From the responses even through majority expressed the view that they are burdened with too much work, few others had a contrary view. The view of the

majority confirms the assertion of Boadu (2014) that too much workload on student teachers does not allow them to prepare adequately to teach thereby causing anxiety in them.

The sixth item was "student teachers assigned to classes without mentors or trained mentors". Three–point–three percent (3.3%) respondents strongly agreed and 7.5% agreed with the statement. Twenty–nine–point–two percent (29.2%) strongly disagreed with this and 60% also disagreed with the statement. The phenomenon where student teachers are assigned to classes without mentors or trained mentors are not too many.

The seventh item dealt with uncooperative attitudes of supervisors towards mentees. Thirty–three– point–four percent (33.4%) and 35.8% of the respondents strongly agreed and agreed respectively to this statement. Twenty-five-point-eight percent (25.8%) of respondents disagreed while 5% strongly disagreed. It is evident from the data that many supervisors do not see eye to eye with student teachers during supervision. The view confirms that of Muwonge and Ssenyonga (2015) who posited that poor social support from supervisors affect performance of student teachers during teaching practice.

The eighth item was the statement that supervisors demand money from student teachers during supervision. Five percent (5%) of the respondents strongly agreed and 7.5% agreed with the statement, while 26.7% strongly disagreed and 60.8% disagreed with the statement. Even though an overwhelming majority (87.5%) of respondents disagreed with the statement, a few others affirm it.

The ninth item was the statement that supervisors make negative/derogatory comments about student teachers' work. Seven–point–five percent (7.5%) of the respondents strongly agreed and 15.8% agreed with the statement, while 25.8% strongly disagreed and 50.8% disagreed with the statement. The issue of supervisors passing negative or derogatory remarks about student teachers' work is not widespread since a high percentage (76.6%) of the respondents disagreed to the statement.

The tenth item was "supervisors failing to observe lessons to the end". Twenty–two–point–five (22.5%) of the respondents strongly agreed and 37.5% agreed with the statement, however, 13.3% strongly disagreed and 26.7% disagreed with the statement. Sixty–point–one percent (60.1%) of respondents who form majority, said that supervisors do not observe lessons to the end.

The eleventh item sought to find out whether supervisors give feedback to student teachers after supervision. Only 5.8% of respondents strongly agreed and 8.3% agreed with the statement. Thirty five percent (35%) and 50.8% strongly disagreed and disagreed respectively to the statement. It therefore means that most supervisors give feedback to student teachers after observing their lessons. This confirms the view held by Kelly (2012), that when it comes to teaching practice supervision, the supervising teacher must be involved and provide feedback each day to help student teachers learn.

The twelfth item was the statement that communities do not relate well with student teachers. Fifteen percent (15%) of the respondents strongly agreed and 43.3% agreed with the statement, while 10.8% strongly disagreed and 30.8% disagreed with the statement. It can be seen from the responses that a simple majority (58.3%) agreed that community members do not relate well with student teachers.

The thirteenthitem was "frequent reports of theft cases". Only 5.8% of the respondents strongly agreed and 7.5% agreed with the statement, while 34.1% strongly disagreed and as many as

52.5% disagreed with the statement. It is evident from the finding that the incident of theft cases is very few.

The fourteenth item sought to find out the views of respondents on adequate number of supervisions. Twenty–point–two percent (20.2%) of the respondents strongly agreed and 51.7% agreed with the statement, while 13.3% strongly disagreed and 14.8% disagreed with the statement. From the data, quite a large percentage (71.9%) of the respondents agreed to the fact that the number of times they were supervised wasadequate.

Table 3: Challenges faced by student teachers during out–segment – Tutors Perspective

Sn.	Challenges faced by student teachers	No.	%	Rank
1.	Inadequate use of teaching learning resources during teaching	5	11.4	4th
2.	Student teacher's refusal to prepare lesson notes	4	9.1	6th
3.	Unavailability of means of transport to convey tutors to schools of practice	5	11.4	4th
4.	Presence of supervisors create fear and panic in student teachers	2	4.5	8th
5.	Femalestudent teachersgetting pregnant	1	2.3	10th
6.	Interference of co-curricular activities with supervision	3	6.8	7th
7.	Inadequate advance preparation by Student teachers	6	13.6	3rd
8.	Unavailability of Student teachers for supervision	2	4.5	8th
9.	Poor supervision allowance	9	20.5	1st
10.	Inadequate support from mentors	7	15.9	2nd

Table 3 depicts challenges associated without–segment supervision from tutors' perspective. The challenges have been ranked from the most serious to the least. The most ranked challenge was low supervision allowance identified by 9 (20.5%) respondents. This finding is in agreement with the view of Ngada (2014) that the inability to pay supervisors allowance can affect their morale during supervision. This result may be intriguing since the responses are from the beneficiaries of the allowance. It is importantforinformation on monies allocated and released for motivating Tutors to be available. This will quell any doubts and allegations of misappropriation, which tends to act as a disincentive to Tutors.In Ghana, colleges of education pay supervision allowance to tutors but this allowance is not the same across all colleges. It is important for these allowances to be synchronized so that there will be transparency in its disbursement to avoid suspicion on the part of college supervisors. Inadequate support from mentors was identified by 7(15.9%) respondents as the second most serious problem. Mentors have the responsibility to support student teachers in co-planning of lessons and teaching with them.However, some mentors see the attachment of student teachers to their schools as additional responsibility without remuneration while others see it as a relief. It could be deduced from the study thatmentors who see the programme as additional work do not commit themselves entirely to accomplishing the goals as required. This is due to the non-availability of allowances as can be seen from the table. Those who see it as a relief vacate the classroom to engage in their private ventures with very little commitment to the programme.When this happens the student teachers painfully go through the whole year of practice without acquiring a corresponding appropriate

skill (Lai,2005).**The third-ranked challenge** was inadequate advanced preparation on the part of student teachers as mentioned by 6(13.6%) respondents. It is important to note that student teachers should have comprehensive planning of their lessons, well-rehearsed to deliver on daily basis. Student teachers who do these often boost their own confidence and self-esteem, motivate learners to participate fully in the lessons. More so, preparing in advance helps the student teachers to systematically move from one topic to another and also anticipate the questions that pupils might ask them during the lesson. This is in line with the observation of (Rehanullah& Dawar, 2018) that advance preparation by teachers better equip them to structure their lessons in a logical sequence.Inadequate use of teaching-learning resources and unavailability of means of transport to convey tutors to schools of practice was ranked fourth. There was a tie for these problems by 5(11.4%) respondents. Teaching and learning resources help the communication process in the classroom. When these teaching and resources are used appropriately in the teaching learning process, itmakes lessons very practical, interesting, and enjoyable to learners. Hence,unavailability of it will create a knowledge gap in the learning process. It is also stressful when supervisors are packed in a vehicle to schools of attachmentin a manner that makes them feel tired and demotivated.This act will not help in giving any meaningful support to the student teachers and mentors in the partner schools.It therefore implies that sources of funding to support the college tutors' supervisory role is critical for successful training of student teachers. Parents, non-governmental organizations, and other stakeholders need to come on board. The sixth-ranked challenge was student teachers' refusal to prepare lesson plan. These appeared four times (9.1%). Lesson planning should be done in all classes to avoid omissions and unnecessary repetition of lessons. A lesson plan is important as it gives a sense of direction about standards. Teachers know what is important and what is less important.

Superficially, student teachers are not super humans where their lesson delivery will be effective without preparing lesson plans. In the colleges of education in Ghana, lesson notebooks and reference materials are provided to aid the student-teacher in the learning process. Headteachers, mentors and teaching practice coordinators must take a critical look at the anomaly mentioned for correction.

Interference of co-curricular activities with supervision was identified by 3(6.8%) respondents as the 7th ranked problem. Co-curricular activities are opportunities to engage in extensions of non-academic activities under the auspices of the school. The student teachers need to have more supervision during the period of teaching practice.It is therefore important for schools of attachment and the colleges of education to plan their visitation dates not to coincide with co-curricular activities. There was a tie for the eighth-ranked problem; that is the presence of supervisors creates fear and panic in student teachers and unavailability of student teachers for supervision by 2(4.5%) respondents. This may happen when supervisors score student teachers low marks for inadequate preparation and lesson delivery**.** Sometimes, supervisors stand over the shoulders of student teachers and seem to take joy in catching the slightest infraction during teaching. They scold and demean student teachers in front of pupils in the classroom. Tutors are expected to support student teachers during their visits so that they can put into practice what is learnt. It is important that tutors emphasize performance of student teachers rather than scores. When this happens, student teachers will certainly give off their best when posted to their permanent stations. This finding is in line with the views of Okorie (1979) and Perry (2016) that the presence of supervisors creates fear and panic which cause student teachers to commit

mistakes. The least ranked challenge was female student teachers getting pregnant. This occurred once (2.3%). Student teachers becoming pregnant is not new, but schools and parents still struggle to come to terms with pregnant related challenges. While statistics show that teen mothers who graduate from high school now have a better shot at supporting themselves and their children, keeping them in school until graduation is often easier said than done (Chen, 2020).When student teachers are pregnant, it is challenging for them to combine their learning with caring for their unborn child and this reduces their commitment to the learning process which results in they becoming half-baked teachers.

6. RECOMMENDATIONS

These recommendations were based on the findings of the study. The study revealed that inadequate teaching and learning resources is one of the serious challenges that student teachers faced during out-segment. Ghana Education Service, Colleges of Education authorities and philanthropists should regularly supply the practicing schools with relevant teaching and learning resources to avoid a situation where student teachers will begin out-segment without it. Student teachers should also be in the position to improvise teaching and learning resources and use them to support their teaching in circumstances where these resources are not available on time. It was also found thatmentors often neglect classroom activities and their poor relationship with student teachers were another predicament that student teachers had to go through.This behaviour impacted negatively on the training and experiences of the student teachers. In order to ameliorate this situation, it is advisable that re-training or reorientationsbe organized for mentors to remind them of their roles and responsibilities to keep them on their toes. Mentorship allowances should be introduced to motivate mentors to also give off their best. Grievances and conflicts between student teachers and mentors should be addressed promptly and properly by stakeholders to enhance a good relationship between them. The study further revealed that student teachers face problems such as;

1. uncooperative attitudes from some mentors,
2. negative or derogatory comments from mentors, some community members, and some pupils,
3. failure by some supervisors to observe lessons to the end.
4. Inability to get feedback from some supervisors.

In-service training programmes should be organized to train supervisors on best practices in carrying out their supervisory duties.

7. CONCLUSIONS

The study examined the challenges that student teachers faced during out-segment in three selected colleges of education in the Volta Region of Ghana. The study revealed that the challenges student teachers faced can be traced to supervisors, mentors, community or school of practice and curriculum materials. If college authorities and stakeholders step up their supervisory and monitoring roles, it would help ameliorate the challenges.

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